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ABSTRACT

A typical assumption has been that women and men possess distinct power orientations: women have expressive characteristics, such as interdependence and cooperativeness, while men have instrumental characteristics, such as self reliance and competitiveness. An inventory assessing expressive and instrumental power orientations (PVO's) was developed so that individual power orientations could be ascertained. PVO's are conceptions of significant worth associated with a set of expressive or instrumental sex role attitudes which enable effective behavior. Five categories of values indicators are: (1) goals/purposes/aspirations; (2) beliefs/convictions/commitments; (3) behaviors/activities/conduct; (4) feelings/emotions/sentiments; and (5) problems/obstacles/concerns. In the preliminary PVO's, 230 professional and college athletes were judged expressive or instrumental, depending on the point distribution over a scale median. The revised PVO inventory has 30 items and can be used as an educational or research tool, to ascertain the PVO's of people grouped by age, socioeconomic level, vocation, sport, or competitive level. A table shows the PVO scale by sex and athletic status. (PC)

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THE ASSESSMENT OF EXPRESSIVE AND INSTRUMENTAL POWER VALUE ORIENTATIONS IN SPORT AND IN EVERYDAY LIFE.

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Expressive & Instrumental Power Value Orientations

Key Words: assessment, sex role, power, value

ABSTRACT

The purpose of this paper was to present an inventory designed to assess expressive and instrumental power value orientations in sport and in everyday life. The investigator has expanded the premises of the dualistic sex role model, suggesting that expressive power and instrumental power are orthogonal in their relationship to each other, may be valued independently of gender, and may be valued differently within and among individuals in specific competitive levels of sport and in everyday life. Instrument development, validation and application were discussed.

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INTRODUCTION

Sport has permeated our society and has emerged as an institution that transmits and disseminates a myriad of social values. In communion with other institutions, sport has often reflected the dominant values of our culture, but as an agency of social change it has challenged traditional values within its own structure and has influenced value orientations within our entire society.

Sex role differentiation is one aspect of sport that exemplifies the combined transmission and dissemination of social values. Sex role differentiation occurs in both sport and society when women and men are assigned different tasks, rights and responsibilities on the basis of gender, or biological sex. (Spence and Helmreich, 1978).

Parsons and Bales (1955) have described sex role differentiation as a function of society's division of labor which may be reflected by status roles in the nuclear family. Positions are differentiated by generation (parent or child) and gender (female or male). As the following figue indicates, the vertical axis represents generation and the horizontal axis represents gender.

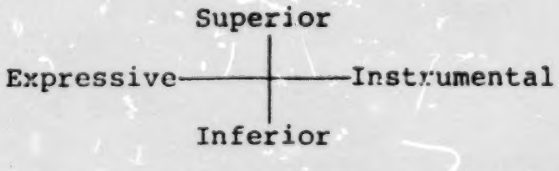

Fig. 1. Parsons' (1964) model of socialization through the family system.

The mother's role is perceived to be high in power and in expressivity, or concern for the family system's internal affairs, while the father's

role is seen as high in power and instrumentality, or concern for relations between the family system and the outside world. This sex role differentiation is viewed as an extension of biological and sociological requirements of females and males and is thought to be generalized to all social groups.

Paralleling this division of roles is the typical assumption that women and men possess distinctive sets of attributes, a belief which serves to justify and perpetuate existing role structures. Differentiation in power orientations is also associated with sex roles. Expressive power refers to the ability to influence or have impact as a function of expressive characteristics such as interdependence, nurturance or cooperativeness, and instrumental power is rooted in such characteristics as independence, self-reliance and competitiveness.

The fact that societies and scientists have generally ascribed expressive characteristics to females and instrumental characteristics to males does not assure the validity or desirability of such ascriptions (Duquin, 1978; Oglesby, 1978). Extending premises associated with the dualistic sex role model (Bakan, 1966; Bem, 1975; Broverman, 1970; Carlson, 1971; Constantinople, 1973; Spence and Helmreich, 1978), this author has proposed that for women and men, expressive power and instrumental power : 1) are orthogonal in their relationship to each other, 2) may be valued independent of gender, the value being determined by a combination of socialization and individual differences, and 3) may be valued differently within and among individuals in specific competitive levels of sport and in everyday life.

PURPOSE

The purpose of this paper is to present an inventory which has been designed to assess expressive and instrumental power value orientations, defined as conceptions of significant worth associated with a set of expressive or instrumental sex role attitudes (observable behavior and internal properties) which enable one to act effectively or have impact on persons, things or events. A systematic description of the Power Value Orientations (PVO) test may be facilitated by considering its development, validation and application.

POWER VALUE ORIENTATION TEST DEVELOPMENT

The development of the PVO may be delineated into three parts: item construction, inventory composition, and instrument scoring.

Item Construction

To insure a variety of sources and modes clarifying the realm of values to be tapped, information was elicited from students, athletes, coaches and behavioral scientists through a multifaceted pilot project. A theoretical basis for item construction was derived from the sex role theories of Bem (1977) and Spence and Helmreich (1978), from the power orientation theory of McClelland (1975), and from the concept of valuing purported by Raths, Harmin and Simon (1966). Validated instruments assessing related constructs stimulated ideas for both the content and the structure of PVO items.

Inventory Composition

The composition of the PVO may be best presented through a discussion of the table of specifications, a categorization of specific PVO items.

TABLE I - PVO TABLE OF SPECIFICATIONS*

Value Indicator	Sport Associative Network			Life Associative Network		
Goals Purposes Aspirations	1	6	11	16	21	26
Beliefs Convictions Commitments	2	7	12	17	22	27
Behavior Activities Conduct	3	8	13	18	23	28
Emotions Feelings Sentiments	4	9	14	19	24	29
Obstacles Problems Concerns	5	10	15	20	25	30

Power value orientations are assessed in two associative networks, a term utilized in McClelland's (1965) theory of motive acquisition which refers, in this context, to a cluster of expectancies or associations arranged in a hierarchy of strength and importance and linked to cues within the realm of sport or of everyday life.

Each associative network includes items representing one of five classifications of value indicators encompassing an interrelated group of items associated with values relevant to expressive and instrumental power in sport or in everyday life. These value indicators focus attention on the presence of values, and although they are not

* Although the table of specifications has been modified for the purposes of this paper, please note that the PVO Test Booklet includes a table specifying pertinent information concerning individual items. The following cell code reflects the additional data contained in each table cell.

CELL CODE

Keyed item alternatives — Social desirability or undesirability of item

Item No.

Number of corresponding item in the life or sport associative network — Initial of author providing theoretical framework for direct item source.

values in themselves, they do represent selected criteria for valuing. (Raths, Harmin and Simon, 1966). Value indicators included:

1. Goals/Purposes/Aspirations: This category refers to the structured and the hoped for directions in one's life.

2. Beliefs/Convictions/Commitments: These terms connote an attitude of philosophy or different intensities of cognitive acceptance.

3. Behaviors/Activities/Conduct: This category refers to the overt management of oneself; to how one acts in specific situations or to how one chooses to spend time.

4. Feelings/Emotions/Sentiments: These terms connote an attitude of emotion or different intensities of emotional reaction.

5. Problems/Obstacles/Concerns: This category refers to anything that delays or blocks something which is prized, or anything that causes anxiety.

Instrument Scoring

Each PVO item presents an item with four alternatives: a) and b) are expressive and instrumental PVO measures, and c) and d) reflect different intensities of a) and b). As the following table indicates, responses are coded so that for each item, the expressive and instrumental scales receive three points distributed in one of four combinations.

TABLE II - PVO ITEM SCORING PROCEDURE

Alternative Selected	Point Distribution	
	Expressive Scale	Instrumental Scale
a	3	0
b	0	3
c	2	1
d	1	2

a alternative keyed as expressive
b alternative keyed as instrumental

Each respondent receives two ratio PVO scores. For each associative network, sport and everyday life, the respondent receives an expressive

over an instrumental power value orientation score. Respondents' PVO classifications are determined by calculating median scores for expressive and instrumental scales and comparing respondents' scores to their respective scale medians. For each associative network an individual may be termed (1) expressive if the expressive scale score is above its median and the instrumental scale score is below its median, (2) instrumental if the instrumental scale score is above its median and the expressive scale score is below its median, (3) undifferentiated if both scale scores are below their respective medians, and (4) epicene if both scale scores are above their respective medians.

POWER VALUE ORIENTATION TEST VALIDATION

The preliminary PVO, containing 190 items was administered to 230 professional athletes, college varsity athletes and non-college varsity athletes. This instrument demonstrated three types of validity: face, content and construct.

Face validity, or the apparent validity of a test as determined by inspection (Fiske, 1971) was verified by a panel of judges who contended that item alternatives measure what they had been designed to measure.

Content validity, or the validity of a test as judged from analysis of its contents (Fiske, 1971) was assessed in two ways. Judges' ratings of item alternatives were in 96% agreement with each other and in 94-96% agreement with the key. Also, as Table III indicates, PVO scale results categorized by sex and athletic status demonstrated a convergence with the literature and with theoretical expectations. Because response patterns were assessed

TABLE III

PVO Scale Results Delineated by Sex and Status

Respondent Group	Highest Mean Scale Score	Second Highest Mean Scale Score	Third Highest Mean Scale Score	Fourth Highest Mean Scale Score
Females	Expressive Life	Instrumental Sport	Expressive Sport	Instrumental Life
Pro Athletes	Instrumental Sport	Expressive Life	Expressive Sport	Instrumental Life
College Athletes	Expressive Life	Instrumental Sport	Expressive Sport	Instrumental Life
NCV Athletes	Expressive Life	Expressive Sport	Instrumental Sport	Instrumental Life
Males	Instrumental Sport	Instrumental Life	Expressive Life	Expressive Sport
Pro Athletes	Instrumental Sport	Instrumental Life	Expressive Life	Expressive Sport
College Athletes	Instrumental Sport	Instrumental Life	Expressive Life	Expressive Sport
NCV Athletes	Instrumental Sport	Instrumental Life	Expressive Life	Expressive Sport
Total	Instrumental Sport	Expressive Life	Instrumental Life	Expressive Sport

to verify one aspect of the preliminary instrument's content validity and were not considered to be descriptive of the subject population, cells were not equalized and significant differences among groups were not determined. (See Table III, previous page)

Construct validity, or the "extent of agreement between 1) the obtained relationships for a test with other variables, and 2) the relationships expected on the basic of the conceptualization developed for the construct that the test is intended to measure" (Fiske, 1971) is concerned both with the validity of the test and the validity of the construct. The construct validity of the PVO was verified when an intercorrelation matrix demonstrated expected relationships between 1) the PVO expressive and instrumental scales and the Bem Sex Role Inventory (Bem, 1974) femininity and masculinity scales (discriminant validation with a construct from the same substantive area), and 2) between the PVO expressive and instrumental scales and the Bredemeier Athletic Aggression Inventory (Bredemeier, 1975) reactive and instrumental scales (discriminant validation with a construct of another kind).

After verifying the face, content and construct validity of the preliminary instrument, 30 items were selected for the revised PVO. These 30 items, 15 representing each associative network, demonstrated the best face and content validity and also possessed the highest reliability coefficients, ranging from .25 to .63. A factor analysis of the revised instrument, employing the R-type, principal component analysis and using varimax criteria with unlimited iterations in combination with the orthogonal rotation method, showed that the 30 items

possessed high communalities (all higher than .30 and most higher than .40) and high factor loadings on one of four factors. As table 4 indicates, the revised PVO also reflected good homogeneity in response sets and good internal consistency.

TABLE IV - PVO SCALE ANALYSES

	Expressive Sport PVO	Expressive Life PVO	Instrumental Sport PVO	Instrumental Life PVO
Mean Item Score	1.39	1.68	1.68	1.47
Mean Scale Score	20.83	25.14	25.05	22.02
Scale Sigma	.23	.21	.26	.24
Scale Range	43.55	26.90	38.35	30.55
Scale Alpha	.87	.92	.86	.90

POWER VALUE ORIENTATION TEST APPLICATION

The significance of this research is couched in a value-laden research perspective rather than the oft-purported value-free point of view. Previous sex role research has exemplified the dangers of discounting susceptibility to socialization and denying ideological commitments in the formulation of theoretical frameworks and empirical investigations. Values reflected by the traditional division of labor according to gender were largely unquestioned until the women's movement began eliciting a reappraisal of premises. It is this ongoing reexamination of the differences between sexes and between sex role behaviors which gives impetus to the work reported here. The effort is spurred by an interest in expressive and instrumental power and is grounded in a commitment to better understand the value orientations which help determine attitudes and behaviors in sport and in everyday life.

The potential contribution of an instrument designed to assess

expressive and instrumental power value orientations is significant, both as an educational tool and as a research tool. An instructor may utilize this inventory as an introduction to relevant course material or as a vehicle through which discussion of its application and implications may be elicited.

The validated instrument may be used to ascertain the power value orientations of people grouped in categories such as age, socio-economic level, vocation, and sport area and competitive level. The relationship between power value orientations and various constructs such as achievement motivation, casual attribution, and intrinsic/extrinsic motivation may also be investigated.

The present era of concern about trends in male and female athletics epitomizes the importance of an instrument that would assist in the delineation of those expressive and instrumental power values nurtured through the sport experience. Longitudinal studies may help to identify patterns of value changes that occur over time as a result of increasingly competitive levels of sport or skewed opportunities for expressive and instrumental power value development in women's and men's sport programs, lending both credence and clout to the charge that women often miss out on valuable instrumental training while men are denied opportunities to learn the expressive mode of being.

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